



JOY HOFMEISTER

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister

DATE: September 24, 2020

SUBJECT: Lindsey Nicole Henry Scholarship

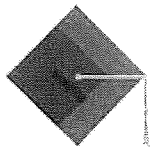
Altus Christian Academy (ACA) requests approval to participate in the Lindsey Nicole Henry (LNH) Scholarship for Students with Disabilities program. They are accredited through the Association of Christian Schools International (ACSI) and recognized by the Oklahoma Private School Accreditation Commission charged by the Oklahoma State Department of Education with overseeing educational quality of accredited private schools in the state.

ACA offers tutoring services for students with disabilities. Students work individually with a teacher each day utilizing programs such as the Barton Reading and Spelling System. ACA's building is ADA compliant for students with mobility challenges.

Included is compliance documentation that meets certain LNH criteria in the application.

- Criteria 1: Fiscal Soundness - Not for profit certificate of incorporation
- Criteria 2: Non-Discrimination Statement - Family/Student Handbook page 9 and ACSI report page 24
- Criteria 3: Health and Safety - ACSI report page 43-46
- Criteria 4: Academic Accountability - Family/Student Handbook pages 6, 32, 33,35,38
- Criteria 5: Teacher Requirements - Faculty/Staff Handbook page 33
- Criteria 6: State laws and disciplinary procedures - ACSI report pages 19, 36
- Criteria 7: Accreditation – ACSI renew accreditation memo through June 30, 2022.

JH/se



Altus Christian Academy

PK - 8th

NAME OF PRIVATE SCHOOL

GRADE LEVELS

1220 N. Grady St.

Altus

OK

73521

ADDRESS

CITY

STATE

ZIP

580-477-2511

www.altuschristian.org

PHONE NUMBER

WEBSITE ADDRESS

Dana Darby

SUPERINTENDENT, HEAD-MASTER OR PRINCIPAL NAME

Dana Darby

dana.darby@altuschristian.org

LNH CONTACT PERSON

CONTACT EMAIL

The Lindsey Nicole Henry (LNH) Scholarship Act requires, in part, that participating schools are located in Oklahoma and meet certain criteria prior to being approved. The school must provide supporting documentation that demonstrates compliance that will be reviewed by the State Board of Education (SBE) during the approval process. In many cases, the required documentation can be found in the school policies and/or school handbook.

The SBE shall approve a private school as eligible to participate in the scholarship program upon determination that the private school meets the following:

1. The private school must demonstrate fiscal soundness by having been in operation for one (1) year or providing the SBE with a statement by a certified public accountant confirming that the private school desiring to participate is insured and the owner or owners have sufficient capital or credit to operate the school for the upcoming year by serving the number of students anticipated with expected revenues from tuition and other sources that may be reasonably expected. In lieu of a statement, a surety bond or letter of credit for the amount equal to the scholarship funds for any quarter may be filed with the Oklahoma State Department of Education. ***Proof of compliance required.***
2. The private school must comply with the antidiscrimination provision of 42 U.S.C. § 2000d, which incorporates Executive Order 13160 (2000) and prohibits discrimination on the following bases: Race; Sex; Color; National origin; Disability; Religion; Age (except as appropriate in a common education context); Sexual orientation; and Status as a parent. ***Proof of compliance required.***
3. The private school must meet state and local health and safety laws and codes. ***Proof of compliance required.***

4. The private school must be academically accountable to the parent or legal guardian for meeting the educational needs of the student. **Proof of compliance required.**
5. The private school must employ or contract with teachers who hold baccalaureate or higher degrees, or have at least three (3) years of teaching experience in public instruction in subjects taught. **Proof of compliance required. A statement or excerpt from the school policies or handbook stating the educational requirement for the teaching staff is acceptable documentation.**
6. The private school must comply with all state laws relating to general regulation of private schools and adhere to the tenets of all published disciplinary procedures prior to the expulsion of a scholarship student. **Proof of compliance required.**
7. The private school must meet the accreditation requirements set by the SBE or another accrediting association approved by the SBE. **Submit proof of accreditation and list accreditation information in the box below.**

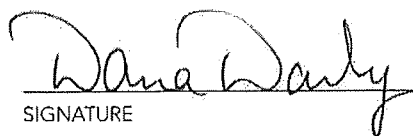
Altus Christian Academy is accredited by the Association of Christian School International for grades PK - 6th. Accreditation is forthcoming for 7th and 8th grades in Spring 2021.

8. The private school must be able to provide services and/or accommodations for students with disabilities. **Please describe in detail the services, programs and support you offer to students with disabilities in the box below.**

ACA offers tutoring services for students with disabilities. Students work individually with a teacher each day utilizing programs such as the Barton Reading and Spelling System. ACA's building is ADA compliant for students with mobility challenges. During the school closure in Spring 2020, ACA was able to work online with students who needed extra support. ACA also works closely with the Altus Public School district for testing services and child find processes.

I verify that Altus Christian Academy complies with all
NAME OF PRIVATE SCHOOL

the criteria listed above and will provide documentation for each as proof. The information I have provided to the SBE is correct and complete to the best of my knowledge.


SIGNATURE

8-17-2020

DATE

Complete application and required documents may be emailed to stacy.eden@sde.ok.gov.

Contact Stacy Eden at (405) 521-4876 for additional Lindsey Nicole Henry Scholarship information.

OFFICE OF THE SECRETARY OF STATE



**NOT FOR PROFIT
CERTIFICATE OF INCORPORATION**

WHEREAS, the Not For Profit Certificate of Incorporation of

ALTUS CHRISTIAN ACADEMY, INC.

has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.

NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.



*Filed in the city of Oklahoma City this
19th day of June, 2006.*

M. Luan Savage

Secretary of State

Altus Christian Academy
Non-Discrimination Statement
(page 9 of Family/Student Handbook)

Altus Christian Academy does not discriminate on the basis of race, color, national origin, or disability in administration of its educational and admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Indicator 3.6

The school systematically seeks input/feedback from current and past students and other constituents in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (C)

PC (Partial Compliance) The school seeks limited or inadequate input/feedback from current and past students and/or does not use the input to provide information regarding the learning process. Surveys are occasionally distributed but the data may not be accurately tabulated or effectively analyzed.

Indicator 3.7 (CI)*

The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)

C (Compliance) The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.

Indicator 3.9

The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)

C (Compliance) The process to identify and support students with learning difference is consistently applied. Needs are met in existing classrooms by most teachers. Some examples of differentiated lessons exist. Occasional training in these areas is provided for teachers.

Indicator 3.10

The school communicates effectively with families regarding all guidance services provided by the school. (C)

C (Compliance) The school has effective communication with families regarding all guidance services provided by the school.

Indicator 3.11 (CI)

Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)

C (Compliance) Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.



VISITING TEAM REPORT

Altus Christian Academy

1220 N Grady Street
Altus, OK 73521-2535 United States

Dr. Dana Darby
Administrator

Angela Rogers
Administrative Associate
Self-Study Coordinator

Dr. Craig Shaw
Superintendent
Chair
Rejoice Christian School
12200 E 86th St N
Owasso, United States

04/09/2017 - 04/12/2017

Standard 6 - Student Care (Indicators 6.1-6.10)

Indicator 6.1 (CI)*

A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)

EC (Exceeds Compliance) The school has a comprehensive and reviewed written security and crisis management plan. It has trained the staff and students in how to respond and has provided orientation to the parents to effectively communicate the school's preparedness, including coordination with community responders. A safety audit has been conducted.

Indicator 6.2

The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

EC (Exceeds Compliance) The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency. It has provided staff orientation as well as orientation for all concerned stakeholders.

Indicator 6.3

The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)

C (Compliance) All local, state, and federal laws regarding safety and health issues are met.

Indicator 6.4

Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)

C (Compliance) A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student.

Indicator 6.5 (CI)

Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

C (Compliance) Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.

Indicator 6.6 (CI)

Biblically based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. (C)

C (Compliance) Biblically based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. They are consistently followed by the school community.

Indicator 6.7 (CI)*

The school provides training for staff and complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated. (C)

C (Compliance) The school has developed a written policy for reporting suspected child abuse or neglect. The policy meets civil requirements and includes provisions for protecting staff members from negative repercussions for making a report. Staff are trained on identifying and preventing child abuse or neglect and appropriate methods of addressing the issues/needs of abused or neglected children on a biennial basis.

Indicator 6.8

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. (C)

C (Compliance) The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food.

Indicator 6.9

The school provides a suitable and hygienic eating space for the staff and students. (C)

C (Compliance) The school provides a suitable and hygienic eating space for the staff and students.

Indicator 6.10

Nutritional standards for meals and snacks have been established. (C)

C (Compliance) Clear standards based on sound nutritional research are formally written and implemented.

Standard 6 - Student Care (Indicators 6.11-6.18)

Indicator 6.11 (CI)*

Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met. (C)

C (Compliance) Policies and practices that reflect the required local, state, provincial, and federal standards are in place. Observation and documentation confirm that these legal standards are followed.

Indicator 6.12

The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)

C (Compliance) Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

Indicator 6.13 (CI)

The facilities are secure and suitable for the size of the school; these facilities are well maintained, enhancing quality instruction for the students. (C)

C (Compliance) Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

Indicator 6.14

The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)

C (Compliance) Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

Indicator 6.16

Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)

C (Compliance) Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Insurance policies are in place, and regulations are followed.

Indicator 6.17

Adequate liability, vehicle, and property insurance are in place. (C)

C (Compliance) Adequate liability, vehicle, and property insurance are in place.

Standard 6 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Altus Christian Academy has facilities that are appropriate in size, clean, and sufficient to care for the number and age of the student body. These facilities are more than adequate and exceptionally well-maintained. The building has many security features that help maintain safety. These features include:

- Continuously locked doors that require visitors to be buzzed in,
- Cameras in hallways and on each exterior door, and
- Camera feeds that can be accessed by local police and OHP (Oklahoma Highway Patrol).

Written policies and procedures are in place to ensure the health and safety of the students. Safety procedures are clearly written and openly displayed. Posted by the door in each room are an up-to-date crisis management plan and a fire/evacuation map. Regular drills and practices occur and are monitored. The crisis management plan that is in place is periodically reviewed and updated as new protocols are identified. The school has been proactive in its training, looking outside the school for assistance in evaluating the crisis preparedness. In addition to training such as blood-borne pathogens, PK teachers are also certified in CPR.

Another facet to physical safety that impacts teachers is transportation. Indicator 6.18 is not addressed in this report. ACA does not have any vehicles they maintain. Any student transportation needs are met by parent volunteers and ACA has policies and procedures in place for them.

In addition to physical safety measures, policies surrounding bullying and child abuse are firmly in place. Students, teachers, and parents are aware of how the school approaches bullying biblically in concept and in consequence. Students have stated that conversations around bullying do happen and that it is to be avoided at all costs. The ACA community also uses the Honorable Character program to instill positive, godly character traits in their students. Each character trait is accompanied by scripture that is internalized by the student. As for mandated child abuse reporting, teachers and staff are trained yearly by a DHS representative that comes to the school.

All health standards set forth by local, state, and federal regulations are in place. Immunizations, physicals, communicable diseases, and accident/injury are appropriately noted and filed.

ACA does not serve meals on a daily basis. Twice a week outside licensed food vendors deliver food to school for students who have purchased it. All other days, students bring lunch from home. All snacks are brought from home as well. Nutritional guidelines are in place for snacks. Students master nutrition learning objectives through a program used in all PE classes

Commendations

**Altus Christian Academy
Academic Accountability to Parents**

(Page 6 of Family/Student Handbook):

Expected student outcomes

Expected outcomes that will occur in the lives of the students we serve include producing graduates with a Christian worldview who...

1. are well prepared in all academic disciplines.
2. appreciate literature, the arts and media and understand how these express and shape their beliefs and values.
3. have a critical appreciation of languages and cultures of other peoples in order to effectively carry out the Great Commission.
4. know how to utilize resources including technology to find, analyze, and evaluate information and to keep it in biblical perspective.
5. have the skills to question, solve problems, and make wise decisions.
6. understand the worth of every human being as created in the image of God.
7. can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews.
8. understand and commit to a personal relationship with Jesus Christ.
9. know, understand, and apply God's Word in daily life.
10. treat their bodies as the temple of the Holy Spirit.
11. understand, value, and engage in age-appropriate service to the community.
12. enjoy and value life-long learning.
13. respect and relate appropriately to other people.
14. have an appreciation for the natural environment and practice responsible stewardship of God's creation.
15. are good stewards of their finances, time (including discretionary time), and all other resources.
16. understand that work has dignity as an expression of the nature of God.

(Page 32 of Family/Student Handbook):

Grading and Grade Reports

Teachers are responsible for recording student performance through the use of skills and behavior checklists for pre-kindergarten and kindergarten, and the use of grades and behavior checklists for 1st grade and up. Individual grades are to be recorded in RenWeb on a weekly basis. This program automatically averages each student's grades and creates grade reports.

ACA's grading scale is as follows:

Core subjects 1 st and up:	Special subjects and behavior K and
---------------------------------------	-------------------------------------

A	92 – 100	up:	
B	83 – 91	E	Excellent
C	74 – 82	S	Satisfactory
D	65 – 73	N	Needs improvement
F	64 and below	U	Unsatisfactory

Grade reports will be sent home on the first Wednesday following the end of a 9-weeks grading period. Parents should sign these and return them as soon as possible.

Progress reports will be sent home at mid-term of each 9-weeks grading period.

Students in 1st grade and up are eligible to be listed on the school honor roll. Students making all A's each nine weeks will be listed on the Honor Roll with Distinction. Students who have at least one B, but no grade lower than B, will be listed on the Honor Roll.

Students with average to above average grades and developmentally appropriate classroom behavior will promote automatically to the next grade. Parents of students with below average academic performance will be asked to hold a conference with the teacher, and a plan should be developed to uncover and address the reason for the low performance. Retention will be used when parents and teacher agree and have evidence this is the best option. If school personnel and/or parents determine that ACA is not the best program to address a student's needs, parents may be asked to consider other academic options for their child.

(Page 33 of Family/Student Handbook):

Identifying At-Risk or Special Need Learners

Classroom teachers have the primary responsibility for identifying students who are experiencing academic, behavioral, emotional, or social difficulties in the classroom beyond the scope of the normal fluctuations in student performance. The teacher should promptly notify the school principal and schedule a conference with the student's parents to apprise them of the concerns and to involve them in developing a plan to address the issue(s). This plan is called Response to Intervention, and the teacher is encouraged to conference with other teachers as well as the special education coordinator for the local public school district. The teacher should request the school principal contact the special education coordinator of the local public school district and notify him/her of this plan. If performance does not improve within six weeks, the principal should contact the special education coordinator of the local district to refer that student for formal testing. The special education coordinator will guide ACA and the student's parents through the testing process. Officials from the local school system in coordination with the child's teacher and parents should use the results to develop an Individual Service Plan (ISP), if needed, or even to determine whether ACA has the resources needed to successfully address the student's needs. The student's classroom teacher is responsible for following

the ISP and should maintain contact with the student's parents and other professionals involved at least once per quarter to monitor progress.

An alternative for younger students or for quicker results, is a referral to a developmental pediatrician, the OU Child Study Center, or other provider. This is a private pay/insurance option for parents. The results should be used to develop an ISP or to determine appropriate placement.

As allowed by the mission and offerings of the school, ACA will make modifications to its program or facilities as appropriate to meet the special needs of an identified student. Through the Every Student Succeeds Act, the public school system is obligated to provide testing free of charge and, if a special need is identified, to provide equitable services. This could include the provision of services or equipment or the training of ACA teachers to perform needed interventions.

(Page 35 of Family/Student Handbook):

Testing

Altus Christian Academy engages at least annually in an academic achievement testing program. The purpose of this program is two-fold.

1. Determine strengths and weaknesses in the academic achievement of individual students.
2. Find overall strengths and weaknesses in the academic program of the school.

Teachers and administrators use the results to plan an academic program for individual students and to make recommendations for overall program improvement.

Students with an Individual Service Plan or 504 Plan or a diagnosis such as ADHD from an appropriate medical professional may have alternate testing methods such as individual testing, more time, frequent breaks, and/or a scribe for recording answers. The special education liaison from the local school system will help make those determinations.

Students transferring to another school should contact that system to discuss and schedule any entrance exams.

(Page 38 of Family/Student Handbook):

Parent-Teacher-Student Conferences

Parent-teacher-student conferences for Pre-K – 7th grade will be held after the first 4 ½ weeks of the first and second semesters. These are typically scheduled on a Thursday from 3:30 – 6:00 pm and then on that Friday from 9 am – 12:30 pm, though teachers have flexibility in scheduling conferences. Students are dismissed on the Friday. Teachers are

Criteria 4

Academic Accountability

responsible for notifying parents and scheduling times with each parent. Teachers are also responsible for staying on schedule so as not to inconvenience parents and other teachers. Students in first grade and up should be present at least for the beginning of the conference and, as appropriate, should be involved in evaluating their classroom performance. Additional, individually-scheduled conferences may be held with parents upon receiving standardized testing results, and these conferences should be completed by the end of the second semester.

**Altus Christian Academy
Teacher Job Description
(page 33 of Faculty/Staff Handbook)**

2.10.3 Teacher Job Description

General description:

Lead teachers shall be spiritually mature Christians who have a deeply committed relationship with Christ and who feel called of God to teach, and more specifically, to teach at Altus Christian Academy. They should meet the following criteria:

Teachers of 3-year-olds should possess at least an associate's degree in early childhood or related field. Bachelor's degree in early childhood or related field is preferred.

Teachers of 4-year-olds and kindergarten should have a bachelor's degree in early childhood or related field.

Teachers of 1st grade and up should have a bachelor's degree in education or related field.

Teachers are recommended for hire by the administration and approved by the Board of Directors. Teachers report to the principal or his/her designee.

Teachers must be in whole-hearted agreement with the school's Statement of Faith and Christian philosophy of education. They must have a level of knowledge of the Bible that enables them to freely and spontaneously integrate the Word into the classroom and disciple children in following Christ. Though spiritual and other responsibilities are inextricably combined, they are presented here separately for purposes of communication and clarity.

Spiritual responsibilities:

1. Regular personal prayer and study of the Bible
2. Christian role model in speech, actions, and attitudes
3. Commitment to a local church demonstrated by membership, attendance, and support
4. Faithful attendance at faculty prayer and devotions.

Teaching responsibilities:

1. Effectively manage the classroom, including planning, organization, and discipline.
2. Utilize appropriate teaching methods and resources, addressing the development of the whole child: spiritual, physical, emotional, mental, and social.
3. Apply biblical integration both as prescribed in the curriculum and naturally and spontaneously as the opportunity arises.

Criteria 5
Teacher Requirements

4. Closely adhere to the curriculum guide for each subject taught, making and noting approved adjustments.
5. Using appropriate assessments, continuously monitor the performance of each student and make adjustments as necessary, both for the individual student and the class as a whole.
6. Effectively communicate with parents, students, administration, and colleagues.
7. Organize and implement ongoing service and missions activities with the students.

Other responsibilities:

1. Participate in faculty meetings, retreats, and Parent Senate activities.
2. Engage in professional development and continuous improvement of classroom teaching performance.
3. Assist with JAM.
4. Create and maintain curriculum guides.
5. Be a good steward of furnishings, equipment, supplies and learning resources.
6. Clean classroom daily.
7. Uphold and encourage other staff members, administration, and Board of Directors.
8. Be professional in attendance, punctuality, personal appearance, and confidentiality.
9. Represent the school in a favorable and professional manner to the school's constituents and the general public, following the school's ethical guidelines.

Evaluation:

Teachers will have an informal appraisal each semester to include observation and feedback. Each teacher will be formally evaluated based on the teacher job description. Evaluation determines future employment and assignments; informal appraisals do not.



VISITING TEAM REPORT

Altus Christian Academy

1220 N Grady Street
Altus, OK 73521-2535 United States

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Administrator

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12200 E 86th St N
Owasso, United States

04/09/2017 - 04/12/2017

A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.) (C)

EC (Exceeds Compliance) A review of the school's finances is conducted by an outside CPA which yields an audit at the time of initial and renewal of accreditation. The audit is used to improve systems and operations.

Indicator 2.10

Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)

C (Compliance) Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff. Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.

Indicator 2.11 (CI)*

The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

C (Compliance) Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Standard 2 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

The leadership determines the direction of the Christian school. It is the influence behind the philosophy and policies upon which a Christian school exists. Christ-centered governance and administrative leadership that promotes effectiveness of the school and growth of the student through an established structure contribute to a well-managed and operationally and financially sound Christian educational institution.

Altus Christian Academy is one such school. It has Christ-centered governance and executive leadership. The board is committed to the financial stability of the school and is well informed in their decisions. The leaders are committed disciples of Christ as evidenced in their commitment to prayer. The administrative leadership and governing board work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The governance policies are implemented by the staff who are guided by operational policies and procedures developed by the administration. The Christian focus is readily evident in the foundational documents of the school. The educational and developmental needs of the whole student are assessed in the admission process. The purpose of the admission process is to determine if the student is compatible with the philosophy and goals of ACA. The budget process involves broad based support and is a primary decision-making tool used by both the board and school administration. ACA is in good standing with the regulatory agencies and has a positive reputation in the broader community.

**Altus Christian Academy
Published Disciplinary Procedures**

Discipline

Jesus said “No student is above his teacher” (Luke 6:40). Jesus, the great teacher, also set the example of service by washing his students’ (the disciples’) feet (John 13:4-17). We seek this balance as we serve students and families and do so in an atmosphere of respect. Our goal is to love our students as Christ loves us and to treat students with dignity. We also expect our students to show respect for authority whether a classroom teacher or other staff member. We also expect our students to show respect for other students, for visitors at our school and for physical property.

Faculty and staff at ACA believe that discipline involves encouraging good behavior and not simply punishing negative behavior. Our first approach to behavior and character training is positive and seeks to instill knowledge of Christ-like traits. ACA utilizes the Honorable Character® classroom management program as a tool for teaching these traits. Students are “caught in the act” of doing good and recognized. Teachers keep a record of traits exhibited during the week and send home a form each week so parents can celebrate the good behavior.

Early education classroom management involves quality classroom procedures and well-planned activities. Teachers utilize Conscious Discipline, a research-based program that teaches emotional regulation and conflict resolution. Redirection, reflective listening, and positive reinforcement are gently, firmly, and consistently utilized. For continued misbehavior, teachers follow a behavior management plan with multiple steps. This plan is available for review from the early education teachers. Physical or emotional punishments are not allowed.

For severe behavior problems, students will be sent to an administrator. The administrator will use his or her discretion and may use a variety of measures including student-administrator conference, parent-administrator conference, loss of play time, loss of class privileges, and in extreme cases, suspension or expulsion. Communication between the school and home is essential. If behavior problems escalate or become a pattern, parents will be notified promptly. Parents, teachers and appropriate professionals should work together to determine any underlying factors in the student’s continued misbehavior. A behavior improvement plan will be developed and implemented by the teacher(s), parent(s), student, and administrator. ACA reserves the right to dismiss a student from the school if his or her behavior causes physical or emotional harm to another child or if the behavior detracts from the quality of education.

Standard 5 - Instructional Program and Resources (5.11-5.17)

Indicator 5.11

Faculty members, students, and other relevant constituents provide input into the selection of instructional and information research resources that support the attainment of schoolwide expected student outcomes. (C)

C (Compliance) There is a formal process for the faculty members to provide input into the selection of the informational resources supporting the attainment of the schoolwide expected student outcomes.

Indicator 5.12

Informational resources are readily accessible to students, staff, and faculty. Use of information resources is supported by trained staff. (E/S)

C (Compliance) Informational resources are readily accessible by students, staff, and faculty. Information resources staff are usually available to assist staff and students with their support needs.

Indicator 5.13

Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

C (Compliance) Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

Indicator 5.14

The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically-based, and they are implemented effectively and communicated to the school community. (E/S)

C (Compliance) The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically-based, and they are implemented effectively and communicated to the school community.

Indicator 5.15



Regional Accreditation Commission

June 14, 2017

Dr. Jerry Eshleman
Chairperson

Dr. Dana Darby

Pat Cullum

1220 N Grady St
Altus, OK 73521-2535

Katerina Foley

Dear Dana:

Tim Kuhns

I am pleased to inform you that the South-Central Regional Accreditation Commission has voted to renew accreditation for **Altus Christian Academy** (grades EE-6) for a full term of five years. This accreditation is effective July 1, 2017 and will continue through June 30, 2022.

Jan Pride

Tony Ryff

Substantial changes initiated subsequent to the 2016-2017 accreditation visit which significantly alter the objective, scope, curriculum, and/or control of your program are not automatically included in this accreditation. A change in the school's leadership (chief school administrator) during the accreditation period must be reported right away to the South-Central Regional Office.

Dr. Craig Shaw

During the accreditation period, you will need to send to the regional office every year by May 1:

Ed Thomas

1. the annual report,
2. an annual Statement of Financial Practice,
3. the school certification spreadsheet, and
4. other forms as required by circumstances.

Connie Thornton

Jill White

These forms are available on the ACSI website. Your next annual report is due May 1, 2018.

John Craig
Director of
Accreditation

We will place an order for your accreditation certificate, and it will be mailed to the school.

Dr. Diane Bunker
Regional Director

On behalf of the visiting team members and the Commission, we wish to congratulate you, the board of trustees, and your faculty and staff for this achievement. We are pleased to retain **Altus Christian Academy** on our growing list of ACSI accredited schools.

Sincerely in Christ,

Dr. Jerry Eshleman
Regional Accreditation Commission Chairman
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

Copy to Dr. Craig Shaw





ACCREDITATION ANNUAL REPORT REVIEW FORM

SCHOOL: Altus Christian Academy CITY/ST: Altus, OK

This is to inform you of the results of the recent Regional Accreditation Commission meeting in regard to the report you submitted for the current academic year. Your report has been reviewed, and we have listed below the action taken by the commission.

Report submitted for school year 2019-2020

- ☒ Your report has been approved and placed in your accreditation file.
- ☐ Your report has been placed on "Advised" for the following reason(s):
- ☐ Your report has been placed on "Warned" for the following reason(s):
- ☐ Your report has been placed on "Probation" for the following reason(s):

Clarification of Wording

1. **"Advised"** An accredited school is deficient in meeting one or more standards and is notified to make appropriate progress in rectifying the deficiency. This is a minor variance from full compliance and no response is required but the school should address the issue prior to the next report or visit.
2. **"Warned"** An accredited school is given up to 90 days to correct standards violation(s) or will be placed on probation.
3. **"Probation"** An accredited school has up to one year to correct standards violation(s). If the school does not meet the deficiency within that time, accreditation may be revoked. (Policy #1016.3)

FOR OFFICE USE ONLY

Report date October 1, 2019

Date notice sent Nov 26, 2019

Response received _____

Additional clarification/information needed if noted above.

ACSI South-Central Regional Office
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Tel: 972-941-4406
Accreditation SC@acsi.org